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ABSTRACT

In this study, 100 second graders from a midwestern city were given an oral syntax test which measured seventeen syntactic competencies and a parallel written syntax test. Metropolitan reading and Slosson intelligence tests were also administered. Significant relationships between syntax attainment and reading achievement (R = .70) and between reading achievement and certain syntactic competencies were found. The competencies most closely associated with reading achievement were compound subject formation, adjective and adverb modification in the N/V statement, and auxiliary verb question formation. The causative effect of syntax attainment on the reading achievement of the subjects was demonstrated through analysis of redundancy coefficients. Syntax attainment was also shown to be significantly superior to intelligence as a predictor of reading achievement. Results of the study imply the importance of syntax attainment in assessment of reading achievement, in reading instruction, and in the development of models of the reading process. (Author)

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Research report

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One hundred second graders f om a midwestern city were given an oral syntax test which measured seventeen syntactic competencies and a parallel written syntax test. Metropolitan reading and Slosson intelligence tests were also administered.

Significant relationships between syntax attainment and reading achievement (R=.70) and between reading achievement and certain syntactic competencies were found. The competencies most closely associated with reading achievement were compound subject formation, adjective and adverb modification in the N/V statement, and auxiliary verb question formation.

The causative effect of syntax attainment on the reading achievement of the subjects was demonstrated through analysis of redundancy coefficients. Syntax attainment was also shown to be significantly superior to intelligence as a predictor of reading achievement.

Results of the study imply the importance of syntax attainment in assessment of reading achievement, in reading instruction, and in the development of models of the reading process.

## Acknowledgments

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SECOND GRADE SYNTAX ATTAINMENT

AND READING ACHIEVEMENT

Uncertainty about the role of language development in children's learning to read has increased over the last ten years. At one time experts were confident that children having mastered oral language before they entered school, were ready in first grade to tackle more advanced linguistic tasks. When new tools for language analysis became available, their application revealed that some oral language competencies, especially those involving the use or comprehension of certain syntactic structures, are acquired after school entry.

The realization that syntax acquisition is not totally a preschool phenomenon has raised questions about its relationship to reading achievement that research has not satisfactorily answered. Studies conducted with first grade subjects have produced a variety of findings, and the concensus of conclusions from first grade studies differs from the consistent conclusion of researchers who have worked with subjects above the second grade level.

First grade studies (Bougere, 1969; Walker, 1970; Sheldon, 1971) have tended to show that although oral syntax test results contribute to the predictive value of reading readiness tests, syntax attainment alone is not significantly related to reading achievement. Findings seem to vary with the syntax measure employed and/or the length of time between syntax and reading test administrations. A significant relationship between syntax attainment and reading achievement ($r=.56$) was observed by Ruddell (1968), who administered Brown, Frazier, and Bellugi's Test of Syntax to first graders eight months before

measuring their reading achievement. Many of the researchers who observed no significant difference employed as a syntax measure the complexity of spontaneous speech (Martin, 1955; Winter, 1957; Bougere, 1969).

Only one study, Strickland's (1962) has included second grade subjects. Like the first grade studies that used a general measure of oral sentence complexity as a syntax test, Strickland found that syntactic complexity and reading achievement were not significantly correlated.

For older children, however, a relationship between oral syntax attainment and reading achievement has been consistently demonstrated. In 1941 Gibbons reported a correlation of .72 between a measure of the oral sentence constructions of third graders and their reading achievement. Later studies have continued to report significant correlations (Sauer, 1968; Calvert, 1972; Deffenbaugh, 1973).

The study reported here was initiated in response to puzzlement over discrepencies among results of previous studies and interest in applying an instrument that enabled measurements of both oral and written syntactic competencies.

Purpose

The purpose of the study was to answer the following questions: 1) Is the syntax attainment of second graders related to their reading achievement? 2) Are syntax attainment and reading achievement equally good predictors of one another? 3) Is any single oral or written syntactic competency especially related to reading achievement? 4) Is syntax attainment or intelligence more significantly related to reading achievement?

Subjects

Subjects for the study were one hundred second graders who attended three schools serving middle-class populations in a midwestern city of approximately 125,000. The sample was controlled to exclude children who had severe articulation or hearing problems, children who did not have parental permission to participate, and children who had not attended schools of the local district in first and second grades.

Instruments

The Pattern and Precision Transformation subtests of the Sentence Construction Test, Level B, one of a series of language arts tests being developed at the University of Pittsburgh under the direction of Dr. Harry W. Sartain, served as a written syntax measure. (See Appendix A). Items from the Pattern and Precision Transformation Screening subtests of the Sentence Construction Test, Level B, were presented as an oral syntax test. (See Appendix B). Each of the syntax tests included items that measured children's performance of seventeen syntactic competencies.[1] These competencies involved forming sentences of specified patterns; inserting noun markers, adjectives, and adverbs in given kernal sentences; and applying sentence-combining transformations to given sentences.

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[1]The validity of the syntax instruments was confirmed by a panel of experts. Reliabilities were assessed as part of this study and were considered adequate for its purposes. Detailed information on the characteristics of the instruments may be obtained from the author.

The formats of the oral and written tests were similar. Children were presented with an oral or written example of a sentence pattern, modification, or transformation. They were then supplied with appropriate words, and sentences, or sentences and asked to perform the task illustrated by the example. Two trials of each of the seventeen competencies were part of the oral test. The written test contained four trials of each competency.

The Metropolitan Achievement Test, Primary II Reading Test, provided measures of reading achievement. Each child's IQ was measured by the Slosson Intelligence Test.

Procedure

The oral syntax test was administered to each subject in early March. Groups of children then took the written syntax test in four sittings, spaced one week apart. During the period of administration of the written test, each subject was also given the Slosson test. The Metropolitan reading tests were administered to groups of children in late April.

After significant correlations between intelligence and reading achievement ($r=.57$) and between intelligence and syntax attainment ($r=.49$) had been demonstrated, the effect of intelligence differences was held constant. The relationship of syntax attainment to reading achievement was assessed through partial canonical correlation. Redundancy coefficients were used to further analyze their relationship. The relationships of particular syntactic competencies to reading achievement were assessed through partial biserial correlations. Fisher's $z_r$ transormation was used to compare the correlations of reading achievement with syntax attainment and intelligence.

Results

1. The first canonical correlate of syntax attainment with reading achievement, .70, was significant beyond the .01 level. The second canonical correlate was not significant at the .05 level.

2. The redundancy of each test battery with the other was investigated to determine the extent to which one was a predictor of the other. Comparison of redundancy coefficients demonstrated that syntax attainment better accounted for reading achievement than reading achievement accounted for syntax attainment ($R_1$=.60, $R_2$=.43).

3. Oral syntactic competencies that were significantly positively correlated with reading achievement were ($p<.05$): 1) application of sentence-combining transformations to produce compound subjects 2) adjective and adverb modification in the simple N/V statement 3) formation of auxiliary verb questions. All but one of the written syntactic competencies were significantly positively correlated with reading achievement ($p<.05$). The competencies whose correlations were greatest were those whose correlations had also been significant in the oral mode and 4) noun marker modification in the direct object statement.

4. The correlation of reading achievement with syntax attainment (r=.70) was significantly greater than the correlation of reading achievement with intelligence (r=.57).

Discussion

This study demonstrated a substantial relationship between the syntax attainment, as measured by oral and written performance of seventeen syntactic competencies, and the reading achievement of one hundred second graders. It differed from previous studies in its inclusion of a written syntax measure

and from most previous primary studies in its measurement of specific characteristics of responses to example sentences. Perhaps because of these differences from previous work, the correlation between the syntax attainment and reading achievement of subjects of this study was of a magnitude formerly associated with older children.

Two explanations of this finding are possible. First, it may be that a consistent relationship between syntax attainment and reading achievement exists but has not shown up in some previous studies. First grade studies which used the length or complexity of spontaneous utterances as a syntax measure failed to find a relationship between syntax and reading. Significant relationships have tended to result from the use of instruments that probe children's utterances of specific structures in response to examples or leading questions. Such sophistocated measures of syntax must be applied at numerous reading levels to further test the consistency of the relationship between syntax attainment and reading achievement.

A second possibility is that the relationship between syntax and reading is not consistent but has a tendency to increase with age or amount of reading instruction. Perhaps the word-by-word reading characteristic of beginners is less affected by a child's syntax attainment than is his more mature reading. Or, perhaps syntax attainment and reading achievement are interactive so that a child's reading is influenced by his syntactic competency, which is influenced, in turn, by his reading.

This study has demonstrated that, for the second grade subjects considered, syntax attainment was a better predictor of reading achievement than was reading of syntax attainment. This finding does not rule out a

reciprocal interaction theory, however. It simply implies that at the second grade level, syntax seems to contribute more to reading achievement than vice versa.

In addition to its finding of a global relationship between syntax attainment and reading achievement, this study has shown that certain oral and written syntactic competencies were especially closely related to the reading achievement of the second graders tested. The competencies most significantly related to reading in both the oral and written modes were sentence-combining transformation to form compound subjects, adjective and adverb modification in the N/V statement, and auxiliary verb question formation. Noun marker modification in the direct object statement (in the written mode) was also significantly related to reading.

Although causation cannot be assumed from correlation alone, analysis of redundancy coefficients showed that, for the subjects of this study, syntax attainment was a predictor of reading achievement. The existence of a causative relationship has implications for both reading diagnosis and instruction. Syntax attainment appears to be a better predictor of reading achievement than intelligence, which is commonly included in formulas for Reading Expectancy Level. The findings of this study suggest that a syntax measure, probably one based on those competencies which were shown to be most closely related to reading achievement, should be given diagnostic consideration and should, perhaps, replace intelligence in REL determination. The causative relationship of syntax attainment to reading achievement at the second grade level implies the importance of his/her language experiences on a child's reading instruction. Consideration of the results of this study should lead to adoption of reading curriculum that takes advantage of children's prior knowledge of syntax and facilitates their further syntax growth.

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Appendix A

# SENTENCE CONSTRUCTION → PATTERN TRANSFORMATIONS

Completeness
→ Pattern Transformations
Precision Transformations
Grammatical Terminology

COMPREHENSIVE SPECIFICATION TEST

LEVEL

Name of Pupil _____ Grade or Level _____

Age _____ years and _____ months School _____

Name of Teacher or Examiner _____ Date of Testing _____

## DIAGNOSTIC ERROR SPECIFICATION

| Item | Number Possible | Acceptable Level | Number Right | Related Measures Recommended |
|---|---|---|---|---|
| A. N/V Statement | 4 | 3 | | |
| B. N/V/N Statement | 4 | 3 | | |
| C. N/V to be/Adj Statement | 4 | 3 | | |
| D. N/V to be/N Statement | 4 | 3 | | |
| E. Wh-Question | 4 | 3 | | |
| F. Auxiliary Verb Question | 4 | 3 | | |
| G. Negative Sentence | 4 | 3 | | |

## INSTRUCTIONAL RECOMMENDATIONS

Diagnostic Progress Assessment in Language Arts
Falk School Research Office
Harry W. Sartain Conrad Seamen Linda S. Benedict

A. Noun/Verb Statement

Directions to be Read Aloud by the Teacher:

On your paper are two boxes with words in them. We are going to pick one word from the first box and one word from the second box and then make a sentence out of the two words. Underneath the boxes someone has already made one sentence for us. Can all of you read the sentence which is below the two boxes for us? (Call on a volunteer to read it.) Can you tell which word they took from the first box? (bike) Can you find which word they took from the second box? (goes) Yes, they took the words "bike" and "goes" and made the sentence "My new bike goes fast."

Now see if you can make four sentences using a word from each box in each sentence. Write your sentences on the lines beside the numbers. Your first sentence will begin by the number one. If you don't know how to spell a word, you may spell it the best way you can. If you can't read any of the words in the boxes, raise your hand and I will help you.

| | |
|---|---|
| boy | I |
| car | she |
| man | they |
| dog | bike |

| | |
|---|---|
| runs | went |
| works | read |
| stops | plays |
| eats | goes |

Example: My new bike goes fast.

1. _____ P

2. _____ P

3. _____ P

4. _____ P

B. Noun/Verb/Direct Object Statement 12

Directions to be Read Aloud by the Teacher:

On your paper are three boxes with words in them. Take one word from the first box, one word from the second box and one word from the third box. Make a sentence from the three words.

Under the boxes is a sentence that has already been made for us. (Have a child read it and find the words taken from each box.)

Now see if you can make four sentences. Use one word from each box for each sentence. Write your sentences on the lines.

| | | |
|---|---|---|
| she mother | rang wags | bell picture |
| I puppy | ate drew | tail beds |
| boy Tom | made pulled | candy wagon |

She rang the big bell.

1. _____ P

2. _____ P

3. _____ P

4. _____ P

PAT-B b Score (4) _____

C. Noun/Verb to be/Adjective Statement

Directions to be Read Aloud by the Teacher:

On your paper are three boxes with words in them. Take one word from the first box, one word from the second box, and one word from the third box. Make a sentence from the three words.

Under the boxes is a sentence like the ones you are to make. (Have a child read it and find the words taken from each box.)

Now see if you can make four sentences. Use one word from each box for each sentence. Write your sentences on the lines.

| | | | | | |
|---|---|---|---|---|---|
| children | she | is | | cold | sad |
| coat | they | are | | happy | funny |
| man | cat | was | | old | new |
| | | were | | | |

The man is very old.

1. _____ P

2. _____ P

3. _____ P

4. _____ P

PAT-B c Score (4) _____

D. Noun/Verb to be/Noun Statement

14

Directions to be Read Aloud by the Teacher:

On your paper are three boxes with words in them. Take one word from the first box, one word from the second box, and one word from the third box. Make a sentence from the three words. You may use more words if you like.

Under the boxes is a sentence like the ones you are to make. (Have a child read it and find the words taken from each box.)

Now see if you can make four sentences. Use one word from each box for each sentence. Write your sentences on the lines.

| | | |
|---|---|---|
| I | he | are was | boy father |
| cat | we | were is | friends pet |
| Ann | they | am | child girl |

Ann is a pretty girl.

1. _____ P

2. _____ P

3. _____ P

4. _____ P

PAT-B d Score (4) _____

SENTENCE CONSTRUCTION-----PATTERN AND PRECISION TRANSFORMATIONS

WRITTEN
SPECIFICATION
TEST

LEVEL B
PART 2

---

Name of Pupil_____

Directions to be Read Aloud by the Teacher:

On your paper is a box with some words in it. You are going to use the words in the box to change statements into questions. Each statement has some words that are underlined. Find the word in the box that can be used instead of the underlined words. Write a question beginning with that word.

Underneath the box is an example of what you are going to do. Look at it with me. (Can all of you read it?) (Allow a child to read it.) Now who can read the question which was made from that statement?

Now see if you can make four questions out of the four statements below. Be sure to use a word from the box. Write your question on the lines.

| | |
|---|---|
| what | where |
| who | when |
| how | why |

Example: Statement: Our play will be in the morning.

Question: When will our play be?

1. Statement: Tom wants a ball for his birthday.

   Question: _____

   _____

   _____ T

2. Statement: We will go to New York on our trip.

   Question: _____

   _____

   _____ T

3. Statement: Jane isn't at school because she is sick.

   Question: _____

   _____

   _____ T

4. Statement: The surprise will be a trip to the zoo.

   Question: _____

   _____

T

F. Auxiliary Verb Question

Directions to be Read Aloud by the Teacher:

On this page you are going to change statements into questions. You will use all the words that are in the statement, but you will change the order of the words to make a question.

One example has been done for us. Let's look at it. Find the place where it says "Example" right under the line on your paper. Can all of us read the statement? (One child reads aloud.) Can anyone think of a way to use those same words to make a question? (Discuss question.)

On your paper are four statements. Try to change them into questions. Write your questions on the lines.

---

Example: Statement: We are going on a picnic.

Question: Are we going on a picnic?

1. Statement: He will come to my house.
   Question: _____
   _____
   _____ P

2. Statement: We have seen three birds.
   Question: _____
   _____
   _____ P

3. Statement: Ann will write a story.
   Question: _____
   _____
   _____ P

4. Statement: They have gone on a walk.
   Question: _____
   _____
   _____ P

PAT-B f Score (4) _____

G. Negative Sentence

Directions to be Read Aloud by the Teacher:

On this page you are going to change sentences into negative sentences. Let's look at the example that has been done for us. Find the word "Example" right underneath the line. Beside the word "Sentence" it says "I am going for a walk." Who can read the negative sentence which is underneath it? What word was added to make it a negative sentence? (Not)

There are four sentences on this page. You are to change them into negative sentences in the same way it was done in the example. Write your negative sentences on the lines.

---

Example: Sentence: I am going for a walk.
Negative Sentence: I am not going for a walk.

1. Sentence: I will read this book.
Negative Sentence: _____
_____
_____ P

2. Sentence: Sue can run very fast.
Negative Sentence: _____
_____
_____ P

3. Sentence: It is raining today.
Negative Sentence: _____
_____
_____ P

4. Sentence: I am very happy.
Negative Sentence: _____
_____
_____ P

Directions to be Read Aloud by the Teacher:

On your paper are two boxes with words in them. There are also some sentences on your paper. Write each sentence again using at least one word from each box. An example has been done for you. Let's look at it. (Discuss the sentence and how it has been changed by adding words from the boxes.)

On this page are four sentences. Write each sentence again by taking at least one word from each box and adding it to the sentence. Write your new sentences on the lines.

---

| | |
|---|---|
| a | the |
| this | that |

| | |
|---|---|
| little | big |
| funny | |
| pretty | |

Example: A. Boy cries.
The little boy cries.

1. Dog barks.

_____

_____

_____ T

2. Tree grows.

_____

_____

_____ T

3. Girl runs.

_____

_____

_____ T

4. Bell rings.

_____

_____

_____ T

PRT-B a,b Score (4) _____

B. Adverb in Noun/Verb Statement 2.

20

Directions to be Read Aloud by the Teacher:

On your paper are some sentences and a box with some words in it. Write each sentence again using one word from the box in the sentence. There is an example which has been done for us. Let's look at it. (Guide children in reading and discussing the example.)

Now write each of the four sentences which are on your paper again. Use one word from the box in each sentence. Write your sentences on the lines.

---

| | |
|---|---|
| away | quickly |
| nicely | quietly |
| high | again |

Example: A. John runs.
John runs quickly.

1. The children play.

_____

_____

_____ T

2. Cat sleeps.

_____

_____

_____ T

3. Frog jumps.

_____

_____

_____ T

4. Bunny hops.

_____

_____

_____ T

SENTENCE CONSTRUCTION------PATTERN AND PRECISION TRANSFORMATIONS

WRITTEN
SPECIFICATION
TEST

LEVEL B
PART 3

---

Name of Pupil_____

C. Adjective and Adverb in Noun/Verb Statement 3.

22

Directions to be Read Aloud by the Teacher:

On your paper are some sentences. There also are two boxes with words in them. Write each sentence again using at least one word from each box in each sentence. There is an example which has been done for us. Let's look at it. (Guide children in reading and discussing example.)

Now write each of the four sentences which are on your paper again. Use at least one word from each box in each sentence. Write your sentences on the lines.

---

| | |
|---|---|
| big | funny |
| old | happy |
| new | sad |

| | | |
|---|---|---|
| away | quickly | down |
| fast | softly | up |
| soon | slowly | |

Example: A. The clown danced.
The funny clown danced quickly.

1. The lady walked.

_____

_____

_____ T

2. The bird flew.

_____

_____

_____ T

3. The child fell.

_____

_____

_____ T

4. The car stops.

_____

_____

_____ T

D. Noun Markers In N/V/N Statemen' 4.

23

Directions to be Read Aloud by the Teacher:

On your paper are some sentences. There is also a box with words in it. Write the sentences again and add two words from the box to make it sound right. An example has been done for us. Let's look at it. The sentence says, "Girl wrote story." Now let's read the new sentence which is written for us. (A girl wrote that story.) Can you find which words have been added to the sentence? (A, that) Those words both came from the box.

Now write each of the four sentences on your paper again. Add two words from the box to make the sentence easier to understand. Write your new sentences on the lines.

---

| | |
|---|---|
| a | an |
| the | these |
| that | those |

Example: A. Girl wrote story.
A girl wrote that story.

1. Boy found ball.

_____

_____

_____ T

2. Dog bit cat.

_____

_____

_____ T

3. Teacher read story.

_____

_____

_____ T

4. Children have books.

_____

_____

_____ T

PRT-B e Score (4) _____

E. Noun Marker and Adjective in Simple Subject of Noun/Verb/Noun Statement

Directions to be Read Aloud by the Teacher:

On your paper are some sentences. There also are two boxes with words in them. Write the sentences again using one word from each box to tell more about the word with the line under it in the sentence. Let's look at the example. (Discuss example with children.)

Write the four sentences which are on your paper again. Use one word from each box to tell more about the word with the line under it. Write your new sentences on the lines.

---

| | |
|---|---|
| that | an |
| a | this |
| the | these |

| | |
|---|---|
| happy | good |
| tall | nice |
| old | fat |

Example: A. Boy drew that picture.
A happy boy drew that picture.

1. Girl wrote a letter.

_____

_____

_____ T

2. Lady made good cookies.

_____

_____

_____ T

3. Children sang a song.

_____

_____

_____ T

4. Man walked his dog.

_____

_____

_____ T

F. Noun Marker and Adjective for Direct Object of Noun/Verb/Noun Statement

Directions to be Read Aloud by the Teacher:

On your paper are some sentences. There are also two boxes with words in them. Write the sentences again using one word from each box to tell more about the word with the line under it in the sentence. Let's look at the example. (Discuss example with children.)

Write the four sentences which are on your paper again. Use one word from each box to tell more about the word with the line under it. Write your new sentences on the lines.

---

| | |
|---|---|
| a | that |
| the | this |
| an | these |

| | |
|---|---|
| good | long |
| hard | big |
| new | old |

Example: A. The man told story.
The man told an old story.

1. Tom played game.

_____.
_____
_____ T

2. Baby had cookie.

_____
_____
_____ T

3. The dog had bone.

_____
_____
_____ T

4. That bird has worm.

_____
_____
_____ T

SENTENCE CONSTRUCTION ——————→ PRECISION TRANSFORMATIONS

Completeness
Pattern Transformations
→ Precision Transformations
Grammatical Terminology

COMPREHENSIVE SPECIFICATION TEST

LEVEL

Name of Pupil _____ Grade or Level _____

Age _____ years and _____ months School _____

Name of Teacher or Examiner _____ Date of Testing _____

## DIAGNOSTIC ERROR SPECIFICATION

| Item | Number Possible | Acceptable Level | Number Right | Related Measures Recommended |
|---|---|---|---|---|
| A. Noun Marker and Adjective In N/V Statement | 4 | 3 | | |
| B. Adverb In N/V Statement | 4 | 3 | | |
| C. Adjective and Adverb In N/V Statement | 4 | 3 | | |
| D. Noun Markers In N/V/N | 4 | 3 | | |
| E. Noun Marker and Adjective In Simple Subject | 4 | 3 | | |
| F. Noun Marker and Adjective In Direct Object | 4 | 3 | | |
| G. Adjective Clause(Who, That) | 4 | 3 | | |
| H. Relative Adverbs(When, Where) | 4 | 3 | | |
| I. Prepositional Phrase as Noun Modifier | 4 | 3 | | |
| J. Compound Subject | 4 | 3 | | |

## INSTRUCTIONAL RECOMMENDATIONS

Directions to be Read Aloud by the Teacher:

On this page you are going to combine two sentences into one sentence. Use one word from the box and make each pair of sentences into one new sentence. Write your new sentence on the lines. (Teacher looks at example with children and leads discussion.)

Now do the sentences below.

---

| who<br>that |
|---|

Example: A. We saw the dog.
B. The dog was brown.
C. The dog that we saw was brown.

1. A. I drew a picture.
B. The picture was pretty.
C. _____
_____
_____ T

2. A. She read a book.
B. The book was about horses.
C. _____
_____
_____ T

3. A. He played a game.
B. The game was football.
C. _____
_____
_____ T

4. A. We found a kitten.
B. The kitten was crying.
C. _____
_____
_____ T

Directions to be Read Aloud by the Teacher:

On this page are some words in a box. Use a word from the box to combine the two sentences. Write your new sentence on the lines.

Look at the example with me. (Guide students in reading and discussing example.)

---

| when<br>where |
|---|

Example: A. This is the room.
B. I sleep in it.
C. This is the room where I sleep.

1. A. There is the store.
B. I buy food there.
C. _____
_____
_____ T

2. A. This is the house.
B. I live in it.
C. _____
_____
_____ T

3. A. This is the place.
B. Joe fell here.
C. _____
_____
_____ T

4. A. This is the time.
B. I go home now.
C. _____
_____
_____ T

PRT-B I Score (4) _____

Directions to be Read Aloud by the Teacher:
Combine two sentences into one sentence.

Example: A. The cat is on the chair.
B. The cat is sleeping.
C. The cat on the chair is sleeping.

1. A. The flowers are on the table.
B. The flowers are red.
C. _____
_____
_____ T

2. A. The boy is in the room.
B. The boy is sad.
C. _____
_____
_____ T

3. A. The children are at school.
B. The children are reading.
C. _____
_____
_____ T

4. A. The story is about horses.
B. The story is good.
C. _____
_____
_____ T

J. Compound Subject

10. 30

Directions to be Read Aloud by the Teacher:

You are going to make two sentences into one sentence. Use the word and to help you do this.

(Lead children in discussing example.)

Now join the two sentences into one sentence. Write your new sentences on the lines.

---

Example: A. Jane can jump.
B. I can jump.
C. Jane and I can jump.

1. A. Dogs are good pets.
B. Cats are good pets.
C. _____
_____
_____ T

2. A. My brother ran.
B. I ran.
C. _____
_____
_____ T

3. A. Boys play.
B. Girls play.
C. _____
_____
_____ T

4. A. Apples are good to eat.
B. Oranges are good to eat.
C. _____
_____
_____ T

PRT-B k Score (4) _____

Appendix B

SENTENCE CONSTRUCTION----------PATTERN AND PRECISION TRANSFORMATION

ORAL
SCREENING
TEST

LEVEL BBBBBBBBBB

Name of Pupil_____ Grade or Level_____

Birthdate_____ School_____

Name of Teacher_____ Date of Testing_____

DIAGNOSTIC ERROR SPECIFICATION AND ANALYSIS

| Item | Number Possible | Acceptable Number | Number Right | Item Breakdown |
|---|---|---|---|---|
| A. N/V Statement | 2 | 2 | | ( ) / / |
| B. N/V/N Statement | 2 | 2 | | / / ( ) |
| C. N/Vbe/Adj Statement | 2 | 2 | | ( ) / / |
| D. N/Vbe/N Statement | 2 | 2 | | / / ( ) |
| E. Wh-question | 2 | 2 | | ( ) / / |
| F. Auxiliary Verb Question | 2 | 2 | | / / ( ) |
| G. Negative Sentence | 2 | 2 | | ( ) / / |
| H. Noun Marker and Adj in N/V Statement | 2 | 2 | | / / ( ) |
| I. Adv in N/V Statement | 2 | 2 | | ( ) / / |
| J. Adj and Adv in N/V Statement | 2 | 2 | | / / ( ) |
| K. Noun Markers in N/V/N | 2 | 2 | | ( ) / / |
| L. Noun Marker and Adj in SS | 2 | 2 | | / / ( ) |
| M. Noun Marker and Adj in DO | 2 | 2 | | ( ) / / |
| N. Adjective Clause | 2 | 2 | | / / ( ) |
| O. Relative Adverb | 2 | 2 | | ( ) / / |
| P. Prepositional Phrase as Noun Modifier | 2 | 2 | | / / ( ) |
| Q. Compound Subject | 2 | 2 | | ( ) / / |
| Totals | | | | ( ) / / |

INSTRUCTIONAL RECOMMENDATIONS

Diagnostic Progress Assessment in Language Arts
Falk School Research Office
Harry W. Sartain Conrad Seaman Linda S. Benedict Mary M. Harris

I am interested in learning about the kind of sentences children say and the kind of sentences they write. Today I'm going to ask you to say some sentences for me.

A. Noun/Verb Statement

First, I'd like to show you some pictures. I will say a sentence for each picture.

The white snow falls.

The boy is sitting on the chair.

I will show you another picture, but this time you make up a sentence. Tell me a sentence like "The white snow falls" or "The boy is sitting on the chair" for this picture...Make up a sentence just like that for this picture (like "The white snow falls" or "The boy is sitting on the chair.").

A1._____ A2._____

B. Noun/Verb/Direct Object Statement

Now I'll show you some other pictures and tell you a different kind of sentence. Say each sentence after me.

The girl is petting the dog.

The kitten drinks milk.

Make up sentences like "The girl is petting the dog" and "The kitten drinks milk" for this picture...Make up a sentence just like that for this one.

B1._____ B2._____

C. Noun/Verb be/Adjective Statement

I'm going to tell you a different kind of sentence now.

The flower is red.

The man is tall.

Tell me a sentence like "The flower is red" and "The man is tall" for this picture...Tell me a sentence like that for this one.

C1._____ C2._____

D. Noun/Verb be/Noun Statement

The next picture I'll show you has a different kind of sentence.

The man is a teacher.

The dog is a puppy.

Tell me a sentence like "The man is a teacher" and "The dog is a puppy" for this picture...Tell me the same kind of sentence for this picture.

D1._____ D2._____

E. Wh-Question

I will say a sentence. You make up a question using my sentence. Make up a question that begins with who from "My friend is Sue." (Repeat.) (If necessary, suggest "Who is my friend?")

Let's try another one. Make up a question that begins with when from "We will play after lunch." (If necessary, suggest "When will we play?")

E1. Make up a question that begins with where from "We will go home."

E2. Make up a question that begins with when from "My birthday is tomorrow."

F. Auxiliary Verb Question

Now, when I say a sentence you are going to turn it into a question by turning the words around. If I say "We will see a play," you say "Will we see a play?" What if I say, "He can lift the box"? (If necessary, suggest "Can he lift the box?")

F1. We can run fast.

F2. They will sing.

G. Negative Sentence

Now, when I say a sentence, you are going to turn it into a negative sentence like this: if I say "The grass will grow," you say "The grass will not grow."

G1. We can play football.

G2. It is warm today.

H. Noun Marker and Adjective in Noun/Verb Statement

I have some little cards here. These cards say that and pretty. I will tell you some words, too. Put the words I say and the words on the cards together in one sentence. Do not use any other words. Use that and pretty with "Bird sings." ...Let's try some more.

H1. Use little and the with "boy plays."

H2. Use this and new with "car goes."

I. Adverb in Noun/Verb Statement

I1. Use fast with "Tom runs."

I2. Use well with "Ann reads."

J. Adjective and Adverb in Noun/Verb Statement

J1. Use big and down with "The dish fell."

J2. Use slowly and blue with "The bell rang."

K. Noun Markers in Noun/Verb/Noun Statement

These cards say: boy hit ball. That makes sense by itself, but it is not the way you would say it. Add some words to make these words into a better sentence.

K1. K2. Do the same with bird made nest.

L. Noun Marker and Adjective in Simple Subject of N/V/N Statement

L1. Use that and happy with "man washed his car." L2. Use little and a with "baby ate his food."

M. Noun Marker and Adjective in Direct Object of N/V/N Statement

M1. Use good and that with "Mother made cake." M2. Use a and big with "We have house."

N. Adjective Clause

Now, I'm going to give you just one word, that. You will use that to put two sentences together into one. Put these two sentences together using that: "She saw the bird." "The bird was blue." (Here is a way to do it: "The bird that she saw was blue.")

Let's try another one. Put these two sentences together using that:

N1. He had a pencil.
The pencil was new.

N2. She found a book.
The book was mine.

O. Relative Adverbs

This word is where. Can you put these two sentences together using where: "This is the chair." "I sit here." (Here is a way to do it: "This is the chair where I sit.")

O1. Put these two sentences together using when:
I go home.
School is over then.

O2. Put these two sentences together using where:
This is the place.
I fell here.

P. Prepositional Phrase as Noun Modifier

Put these two sentences together into one. You will not need any extra words. In fact, you will want to take out some words. Listen: "The milk is in the glass." "The milk is cold." (Here is a shorter way to do it: "The milk in the glass is cold." Try to put these two sentences together my way.)

P1. The dog is in the yard.
The dog is barking.

P2. The candy is in her hand.
The candy is good.

Q. Compound Subject

Put these two sentences together using and. "The boy fished." "His father fished." (Here is a shorter way to do it: "The boy and his father fished." Do you hear the difference? Try to put these two sentences together my way.)

Q1. Tom played.
Dan played.

_____

Q2. You run.
I run.

_____